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A study was made of the educational needs of married women of lower socioeconomic status in three widely divergent inner city areas of Vancouver, British Columbia. Reasons for nonparticipation in adult education were also sought. The majority of respondents in these areas were married, aged 15-44, with one to four children. Most had gone beyond Grade 8, but only 1/3 had completed high school. Most of the past and present participants in continuing education were high school graduates. Tuition fees, lack of child care facilities, transportation and related costs, feelings of academic inadequacy, and (mainly among new Canadians) fear of institutionalized programs were major reasons for nonparticipation. A conflict of priorities appeared to exist between needs perceived by resource personnel and needs perceived by the respondents themselves. Resource persons stressed organizational objectives; most of the women stressed education for future employment. Despite differing priorities, both groups saw needs in the areas of cultural orientation, family relationships, nutrition and home management, citizenship, and employment. Program success requires that these married women share in planning, and that their priorities be reflected in the curriculum. (author/ly)

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THE NEED FOR ADULT EDUCATION OF MARRIED WOMEN IN THE LOWER SOCIO-ECONOMIC LEVELS IN VANCOUVER

by

Daisy Webster

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THE NEED FOR ADULT EDUCATION OF MARRIED WOMEN IN THE LOWER SOCIO-ECONOMIC LEVELS IN VANCOUVER

by

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B.Sc. (H.E.),
University of Manitoba, 1932

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF

THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS
(Adult Education)

in the Faculty
of
Education

We accept this thesis as conforming to the

required standard

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THE UNIVERSITY OF BRITISH COLUMBIA

May 1968

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ABSTRACT

In North American urban society, people of lower socio-economic status have a poor record of participation in adult programs. Vancouver, Canada's third largest metropolitan area, was selected for study into the needs for adult education by married women in this sub-culture. An unstructured sample of residents in three widely divergent areas of lower socio-economic index was studied to discover (1) why these women do not participate in adult education, and (2) what their needs in adult education are.

An analysis of the data revealed that the majority of the respondents in all three areas were between the ages of 15 and 44, married, and had families of one to four children. While most of the women in the study had gone beyond Grade 8, less than one out of three had completed high school. Most of those who had participated or are presently on continuing education programs are high school graduates. Non-participation in adult education programs by these women of lower socio-economic status was attributed to a variety of interrelated reasons. In order of importance these reasons were: lack of facilities for care of small children; expenses involved in tuition fees, transportation and related costs; and feelings of inadequacy in meeting the standards of course requirements. Some of the women also expressed fear of institutionalized programs. This was mainly among new Canadians

of ethnic origin, other than British, who tend to cling to their own language and culture, and were hesitant to leave their immediate neighbourhood.

A conflict of priorities appeared to exist between the concepts of needs as perceived by resource personnel and those perceived by the respondents. The resource personnel had a more global approach related directly to the objectives of the institutions that provide services within the community. Most of the women placed highest priority on education for future employment. Although the order of priority differed, both groups expressed need for education in the following categories: (1) cultural orientation, (2) family relationships, (3) nutrition and home management, (4) citizenship, and (5) employment. Nevertheless, success of adult education programs is dependent on two conditions: (1) that these married women should share in the planning process, and (2) that the choice of the areas of study should be consistent with the priorities as set by the women.

In order to assist married women of this sub-culture, efforts must be made to remove barriers to opportunity imposed by tuition costs and lack of child care services. More attention must be given to counselling, to flexibility of program design and to part-time study.

John A. M

DEDICATION

In dedication to my husband, Arnold A. Webster, whose constant encouragement, patience and wise counselling have stimulated the scholarship that has contributed so greatly to this present work.

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For their help in preparing the earlier work on which the present is based, the author wishes to express her deep appreciation to her Advisors, Dr. Leslie Varner, and Dr. John A. Nieni, for their constant assistance and encouragement.

Appreciation is also expressed to the many resource personnel who not only submitted themselves to interviews, but also gave freely of their time and wise counsel in the preparation of this work.

CHAPTER I

INTRODUCTION

Rapid technological change has created an increasing demand for professional and skilled workers, both men and women, in the professions, business and industry. To prepare themselves to meet these needs, young people are staying in school longer and adults are returning to adult classes in night schools and university extension programs. They are beginning to realize that education not only influences their position in the socio-economic structure but also increases their chance for happiness.

Notwithstanding these developments, the educational level of most Canadians leaves much to be desired. There are still too many dropouts in both elementary and secondary school, and others find adult programs out of their reach. Most of these are people in the lower socio-economic levels of society.

I. URBANIZATION AND POVERTY

Since World War II there has been a steady shift away from the rural areas into the cities. This has created problems of housing, transportation, welfare and educational facilities for the rapidly growing urban centres, while the people face problems of unemployment and lack

of identification. If the present rate of population shift continues more than one quarter of the world's population will be living in cities of over 100,000 by the end of the century. [1]

In metropolitan Vancouver the population more than doubled between 1931 and 1951 [2] to a total of 730,165. [3] By 1967 the population had increased to 892,206, [4] about one half of whom live in Vancouver proper. As the city increased in size the more affluent moved out to the suburbs. This has resulted in increased proportions of the inner city's population being made up of the extreme ends of the income scale, [5] culminating in large pockets of poverty centering mainly around False Creek and in the districts of Vancouver East.

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[1] Kingsley Davis, "Origin and Growth of Urbanization", in: Eliot, et al. (ed.), Metropolis: Values in Conflict, (Belmont, California: Wadsworth Publishing Co. Inc., 1964), pp. 8-18.

[2] Land for Living, Lower Mainland Regional Planning Board of British Columbia, June 1963, p. 2.

[3] Census of Canada 1961, (Ottawa: Dominion Bureau of Statistics, Vancouver Bulletin CT 22, Cat. 95-537).

[4] Unofficial figures from Vancouver Public Library, Vancouver, B. C.

[5] L. I. Bell, Intermediate Vancouver, An Overview for Social Planning, (Vancouver: Research Department, Community Chest and Council, 1963).

II. LACK OF EDUCATION RELATED TO POVERTY

There is evidence in the lower socio-economic group of two types of poverty. Vanner [6] describes them as:

1) objective poverty, as judged by community standards, relevant to income, housing and malnutrition; and
2) subjective poverty, assessed according to individual values, related to self-esteem and educational aspiration.

Much of the blame for the perpetuation of poverty in Canada can be placed on the subjective type. A vast number of the poor passively accept the circumstances in which they find themselves. In their acceptance they form a culture of their own to protect themselves from outside influence to maintain what little dignity they have left.

Kahl [7] maintains that the lower classes suffer from apathy and tend to become fatalistic as a reaction to their economic situation. They feel alienated and give up trying to improve because the odds are against them. They lack 'success goals' and become isolated from other levels of society. However, he also suggests that some of this apparent apathy may be the result of malnutrition, causing

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[6] Cecile Vanner, "Human Characteristics of Slow Growing Regions", in: Contributions to Social Development in Slow Growing Regions, (Edmonton: Alberta Department of Agriculture, 1967), Vol. 1, pp. 16-31.

[7] Joseph Kahl, The American Class Structure, (New York: Holt, Rinehart and Winston, 1957), p. 211.

lack of energy and poor physical condition.

Vernon [8] says that the poor feel stigmatized, thus they reject the society that has isolated them. They are shy and difficult to communicate with. It is often a problem to reach them because of their manner of retreat from society due to lack of self-worth.

Many of these people are undereducated and unskilled while the types of occupations they are qualified to enter are rapidly disappearing. As a result, once they have accepted welfare as a way of life it becomes very difficult to return to a self-supporting role in which they can maintain a decent standard of living. They are generally considered inferior and lacking in character by members of other levels of society. Consequently they act in the manner expected of them and lose their self-respect.

Porter [9] believes that the poor do not value education so highly because it is a privilege beyond their horizons of opportunity, and at the same time, lacking education themselves, they fail to appreciate its value in relation to their children's future.

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[8] Cecile Vernon, loc. cit.

[9] John Porter, The Vertical Mosaic, (Toronto: University of Toronto Press, 1965), p. 104.

The woman of lower socio-economic status, according to Ostry, [10] is inclined to get married young and have her children early. This trend is closely associated with disruption of education either at the end of the period of compulsory schooling or at the completion of high school, leaving her unprepared, educationally, to qualify for future employment. In contrast, the more educated a woman is the later she is likely to marry, and the more likely she is to have fewer children, leaving her freer to pursue educational advancement by which she can become better qualified for employment.

Chilman and Sussman [11] claim that families headed by women of lower socio-economic status are likely to have an income below subsistence level. This is frequently due to the fact that dependency of pre-school children places these mothers in the position of having to seek welfare assistance.

At present 20.3 percent of Canada's labor force are women, and about half of the women who work are married. [12] Over half of the female heads of families in Canada earn

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[10] S. Ostry, "The Female Worker: Labour Force and Occupational Trends", in: Changing Patterns in Women's Employment, (Ottawa: Women's Bureau, Canada Department of Labour, 1966), p. 16.

[11] C. Chilman and M. B. Sussman, "Poverty in the United States in the Mid-Sixties," in: F. W. Lanning and W. A. Many, (ed.), Basic Education for the Disadvantaged Adult, (Boston: Houghton Mifflin, 1966), p. 164.

[12] Women at Work in Canada, Women's Bureau (Ottawa: Canada Department of Labour, 1964), pp. 12, 21.

less than $2,000 per year.[13] Statistics also show that only 65 percent of the female population in Vancouver remained in school from age 15 to 19, and only 8.3 percent continued from age 20 to 24.[14] It is evident, therefore, that many of these women have not completed their formal education, and have either found work in unskilled occupations or married very early.

Failure of many Canadians to complete even basic education is responsible for a situation that requires correction. Moon,[15] referring to literacy in Canada states:

> The complacent assume that compulsory education has long since banished illiteracy. The apathetic assume that the opposite of illiteracy is literacy...Canada suffers from under education so widespread in the populace that it is clogging the economy and condemning Canada to the status of an also-ran among the industrial nations.
>
> More than two hundred thousand adult Canadians have never been to school at all.
>
> Some eight hundred and seventy thousand didn't get past grade 4.

---

[13] John Porter, Op. Cit., p. 121.

[14] Ibid., p. 176.

[15] Barbara Moon, "Two Million Illiterates: Canada's Obsolete Tenth", in: J. R. Kidd, (ed.), Learning and Society, (Toronto: Canadian Association for Adult Education, 1963), pp. 301-307.

Or not quite four hundred thousand Canadian youngsters who enter Grade 2 every year, seventy-six thousand drop out before Grade 9 and a hundred and thirty-five thousand - one out of every three - don't go past Grade 6.[16]

Finally, seven million adult Canadians didn't finish high school.

In Canada a state of poverty has recently been described in economic terms as follows: a family of four is considered impoverished if it has an income of less than $3,300 and destitute if it has less than $2,000. Single persons are classed as poor with income under $1,500 and destitute when they receive less than $1,000.[16]

Many immigrants are also found in the lower socio-economic class. They may start poor, but because of the positive attitudes of people coming to a new country, they have very little second generation poverty.[17] However, as these immigrants tend to settle in communities of their own ethnic background in order to identify with their native language and culture, the married woman must make a special effort to learn English. Without this, they suffer from loneliness and the inability to identify with the larger community.

Along with basic education, re-education is necessary for workers in this technological age if they are to remain

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[16] June Corbett, "Poverty in Canada", in: Radical, (Toronto: CUS Publications, 1965), pp. 30-33.

[17] Ibid.

employable. Without this there will be an increasing amount of unemployment among the uneducated. MacKenzie,[18] stated that if we are going to continue to live in a complex, rapidly changing and developing world, we must have agencies to help keep the adult population informed about these changes and their implications both to their lives and livelihood. We must also multiply satisfaction in relation to the leisure time that this technology has made possible.

III. PURPOSE OF THE STUDY

As education is a specific determinant of one's position in the socio-economic system, the purpose of this study is as follows:

1) To discover why married women in the lower socio-economic strata in Vancouver do not participate in adult education.
2) To discover what need for adult education by married women exists in this level of society.

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[18]Norman MacKenzie, former President of the University of British Columbia, cited in J. K. Friesen, "The Scope of Activities proper to a University Department of Extension", In: J. R. Kidd, (ed.), Learning and Society, (Toronto: Canadian Association for Adult Education, 1963), p. 174.

IV. PROCEDURE

In order to produce a comprehensive sample three widely divergent areas were studied: the Kitsilano area, west of False Creek, an old section of the city, in state of transition and decay; the Sunrise subdivision of Vancouver East, a low income, working-class district; and Skeena Terrace, one of Vancouver's six publicly subsidized, low-rental housing projects.

Sample. This study is based on unstructured sampling, by door-to-door interviews, made necessary for two reasons:

1) it is very difficult to reach many members of lower socio-economic status because of their shyness and unwillingness to be interviewed, and
2) many of the women who were approached refused to be interviewed because they were not interested, or felt they were too old.

Interview Schedule.[19] An interview schedule was drawn up to facilitate a subjective study of the selected areas. This information was required to give a basic background of the woman interviewed. The remainder of each interview was in the form of personal discussion relating to attitudes and problems concerning educational activity.

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[19]See Appendix A.

information from the interviews was recorded and tabulated.

Aim in Response of Information. [20] To obtain a broader background of information regarding married women in these selected areas husbands personnel and professional workers were also contacted and interviewed.

Time and Extent of Study. All interviews were carried out between June 15, 1967 and September 15, 1967. A total of 146 interviews were conducted; 62 in Kitsilano, 33 in Sunrise, and 49 in Skeena Terrace. Only married women were selected for the sample. They can be classified into two categories;

1) those who are married and living with their spouses, and
2) those who are single heads of families by virtue of being widowed, divorced or separated

V. DESCRIPTION OF THE THREE SELECTED AREAS

A descriptive study of the three selected areas was made. In the case of Kitsilano and Sunrise this information was present from the most recent report of the Dominion Bureau of Statistics. [21] As the Skeena Terrace

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[20] See Appendix B.

[21] Census of Canada, 1961, Loc. Cit.

housing project was not opened until 1962 information concerning this area was developed through material supplied by the Vancouver Housing Authority and other sources. Figure 1 identifies the location of the three selected areas.

Kitsilano. The area surveyed in Kitsilano lies between the business and shopping districts of Fourth Avenue and Broadway, running from False Creek to Larch Street. Alexandra Neighborhood House used to be one of the focal points in Kitsilano, but with the western expansion of False Creek industry it is now on the eastern fringe of the residential area, and separated from it by a heavy traffic artery. Kitsilano Night School and Kitsilano Community Centre are to the south-west but not within walking distance. Kitsilano Beach is to the north and it is also a long walk from the area surveyed. There is a public library three blocks west of Larch Street. Figure 2 illustrates this data.

Kitsilano is an old part of Vancouver, revealing the decay of the old inner city, in which 60 percent of the dwellings were built before 1920, and only 15 percent since 1946. Thirty percent of the dwellings are owner-occupied. Approximately one-third are single detached. Many of the homes are old and in various stages of deterioration. Although some have been renovated in the interior for use as rooming houses, 15 percent of the dwellings are

FIGURE 1

MAP OF VANCOUVER SHOWING THE THREE SELECTED AREAS UNDER STUDY. SHADED SECTION INDICATES AREAS OF LOWEST SOCIO-ECONOMIC LEVEL IN VANCOUVER IN 1961 ACCORDING TO THE CENSUS TRACTS

Key: A - Kitsilano
B - Sunrise
C - Skeena Terrace

in need of major repair.

There has been a four percent decline in population in this area since 1956. The census for the district also shows that 13 percent of the people are 65 years of age and over, and only 24 percent are under the age of 20. This would indicate that families with young children are not moving into the area.

About two out of every five people in Kitsilano are of ethnic origin other than British. Twenty percent of this district's population immigrated to Canada between 1946 and 1961.

Educational statistics show that 2.3 percent of the people have no schooling whatever, and 23 percent have not gone beyond elementary school. Only 37 percent have more than two years of high school.

The average wage or salary income for males is $3,379, which is 16 percent below the city average, while that of females is practically the same as the city average of $2,265. Most of the women employed outside the home are in the service trades, recreational or clerical work.

Sunrise. This is a relatively new subdivision lying between First Avenue East and Broadway, extending from Cypress to Renfrew Street. Immediately east of this, across Cypress, are the senior citizen residences of Bayview Gardens and the publicly subsidized low-rental housing

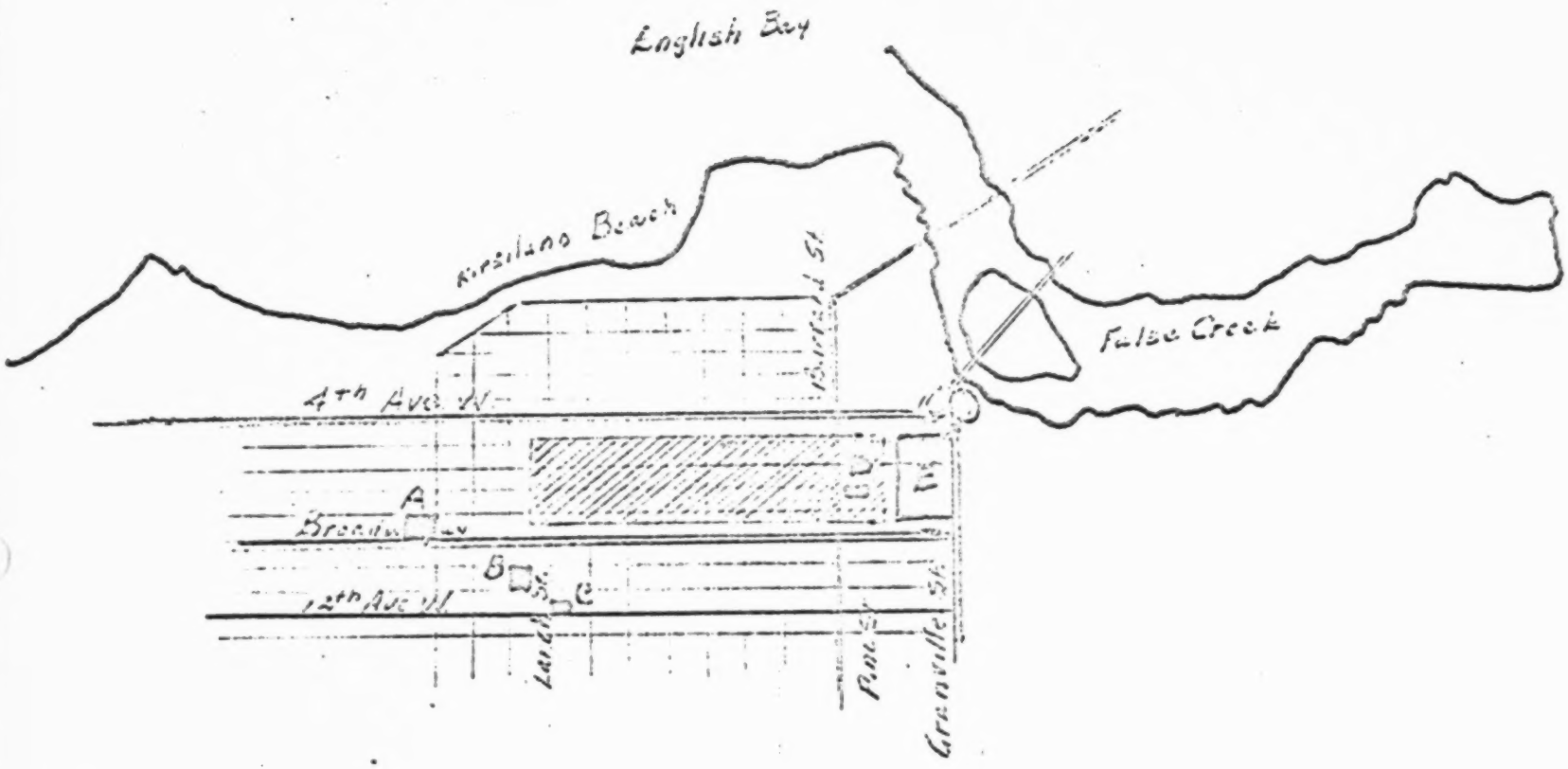

FIGURE 2

KITSILANO DISTRICT - SHADED SECTION INDICATES AREA SURVEYED

Key: A - Kitsilano Library

B - Kitsilano Night School

C - Kitsilano Community Centre

D - Alexandra Neighborhood House

E - Extension of False Creek Industry

project of Sheena Tobacco. Vancouver Technical High School is within walking distance of the southwest section of Sunrise. The nearest community centres are,

1) Renfrew Community Centre, at Twenty-Second Avenue and Renfrew Street, and
2) Hastings Community Centre, at Windermere Avenue and Hastings Street

both a considerable distance from Sunrise. This is illustrated on Figure 3. A supermarket is being constructed across Renfrew Street from the Sunrise area, but other than a corner grocery, there are no stores presently serving this district. A mobile library visits the area once a week.

Over 50 percent of the dwellings were built since 1945, and only eight percent were constructed before 1920. All the homes are single detached dwellings, 90 percent of which are owner occupied. Eight percent of the homes are in need of major repairs.

The population in this area has been since 1966, with only 17 percent of the people over the age of 55, and 35 percent under the age of 20, the population distribution between age 20 to 55 is very similar to that of Kitsilano.

Approximately two out of every five people in Sunrise are of ethnic origin other than British. Eleven

percent of the population in Kitsilano in Canada since 1945.

In addition to mobility, 41% percent of the people have had no schooling and another 33 percent have not gone beyond elementary school. Only 19 percent have more than two years of high school. Thus over 80 percent have not gone beyond grade 10.

The average wage or salary income for males is $3,045, which is 3.4 percent below the city average, but that of female workers is $2,000, or 12.5 percent below the city average for women workers. As in Kitsilano, most of the women who work outside the home are in clerical, service or recreational work.

Sunset Terrace. Figure 2 reveals the complex three city blocks. It is bounded on the north by the senior citizen residence of Dutch Gardens, on the south and east by industrial establishments, and on the west by a heavy traffic artery which separates it from the Sunrise subdivision. Vancouver Technical High School is at a distance requiring bus transportation. Skeena Terrace is also isolated from community centres and shopping services. The nearest park like centre, Napier Street in the Sunrise area, Figure 3 illustrates these details.

Skeena Terrace was opened for occupancy in 1962, with 234 self-contained units. A senior citizen high-rise

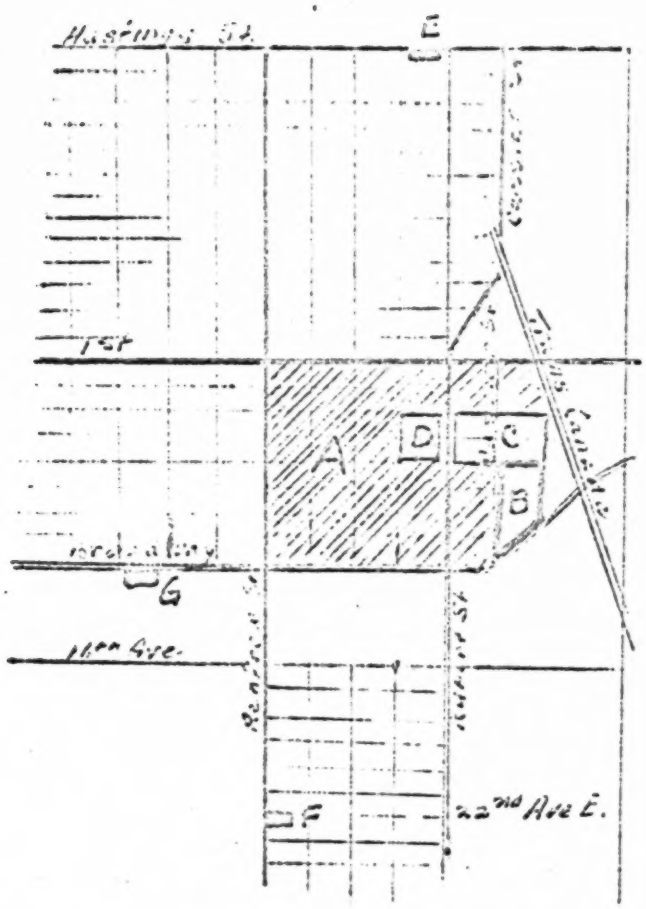

FIGURE 3

SUNRISE DISTRICT, INCLUDING SKEENA TERRACE

Key: A - Sunrise (Shaded Area)

B - Skeena Terrace

C - Beulah Gardens

D - Sunrise Park

E - Hastings Community Centre

F - Renfrew Community Centre

G - Technical Night School

apartment block is the central building, containing 60 units. The remaining 100 units are two to five bedroom apartments in the form of attached housing and small apartment blocks. Families, other than old age pensioners, must have children to qualify for accommodation. Only families on welfare and low income are accepted, and rents are scaled according to income.[22] Skeena Terrace has a high density population of over 500 people, nearly 600 of which are children.[23]

Skeena Terrace, as the name suggests, is built on a terraced slope. Outdoor play for children is limited to the paved streets and terraced lawns. Only service vehicles are permitted in the unpaved area. Except for a small sitting room for senior citizens in the high-rise apartment, the area is completely without recreational facilities.[24] A mobile library visits Skeena Terrace once a week.

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[22] Information from the Vancouver Housing Authority. Skeena Terrace is one of six subsidized housing projects which contain a total of 761 family units, exclusive of those for senior citizens.

[23] Grace MacInnis, M.P., House of Commons Debates, (Ottawa: Hansard, Nov. 7, 1966), pp. 9056-9057.

[24] In the summer of 1967 the following improvements were made: (1) a basement storage room in the highrise apartment was turned into a recreational area, (2) one of the tenants turned a room in her home into a playroom for tiny tots, and (3) a play-lot was developed.

CHAPTER II

REVIEW OF THE LITERATURE

Married women of lower socio-economic status can, and must improve their position in today's society. While a great deal of literature concerning poverty related to economic and educational standards of lower class people has been written, very little information specifically related to married women is available.

1. CULTURAL ORIENTATION

Porter [24] suggests that Canadian society is a mosaic of ethnic pluralism. While the retention of identity through continued participation in ethnic communities may add richness to the cultural life of the country and help with the adaptation of these groups to the mass society as part of the 'lonely crowd', he suggests that some form of group affiliation between the mass and the individual is a prerequisite for mental health.

In this context, Matthews [25] claims that many Italian women in Australia have been admitted to mental

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[24] John Porter, On. Cit., pp. 73-74.

[25] Vincent Matthews, "The Sad Lonelimess of the Immigrant", The Province, (Vancouver), October 13, 1967.

hospitable, suffering from numerous questions to the common immigrant problem of discussion. While the husband makes friends and contacts at work, and the children at school become more assimilated into Italian, the mother in the home retains all the values and attitudes of her home country. Not only is she a stranger in her new country, but she also becomes separated from her family.

II. FAMILY RELATIONSHIPS

The United Nations Commission on the Status of Women suggests[26] that lack of education for married women may be attributed to social and cultural attitudes associated to the prevailing view that 'woman's place is in the home'. The mother's role in the home is limited when: (1) her status within the family is inferior, (2) she has inadequate education, and (3) she is overburdened with family responsibilities.

The President's Commission on the Status of Women[27] claims that the education a woman receives will have a deeper effect on her life and status than any other social influence outside the home. The education a married woman receives will not only affect her own life but also the lives of her husband and children. As her role as a mother

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[26] Civic and Political Education of Women, (New York: Department of Economics and Social Affairs, United Nations), 100 pp. 11-18.

[27] The President's Commission on the Status of Women, (Washington, D.C.: U.S. Printing Office prepared by the Committee on Education, 1963), pp. 14-40.

develops she will transmit to her children her attitudes and values, and her hopes for the future.

The likelihood of a successful education is known to be less for children born to parents who themselves are uneducated.[28] It is usually the children from poor homes, and parents with little education who are the most backward in school due to linguistic ability, limited life space, and lack of aspiration.

Bernstein[29] believes that linguistic performance is basic to educational success. Middle class families use both public and formal language. While public language is descriptive and symbolic, formal language facilitates verbal elaboration of subjective intent. Thus lower class homes are frequently without books which require the understanding of formal language.

The contribution of the school is important even in a home which offers a rich heritage, but should play an even greater part in those families where the background is poor. Wolfle[30] suggests that educational aspirations of

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[28] Council of Economic Advisors, "What is Poverty? Who are the Poor?" in Herman Miller, (ed.): Poverty American Style, (Belmont, Calif.: Wadsworth Pub. Co. Inc., 1966), p. 59.

[29] Basil Bernstein, 'Social Class and Linguistic Development: A Theory of Social Learning', in: A. H. Halsey, et. al., (ed.): Education, Economy and Society, (New York: The Free Press of Glencoe, 1961), pp. 288-289.

[30] Dael Wolfle, 'Educational Opportunity, Measured Intelligence and Social Background', in: A. H. Halsey, et. al., (ed.): Education, Economy and Society, (New York: The Free Press of Glencoe, 1961), pp. 164-165.

children in lower class families are affected by the attitudes of the family. Economic pressure and environmental factors are unconnected to the educational ambitions of these children.

The European Conference on Adult Education [31] relates the program of adult learning to the family. It places emphasis on parent education, as both father and mother share responsibility for bringing up the children.

The husband-wife relationship is often a source of friction between the partners, in this changing world, to the extent that neither is certain of his role nor what is expected of his mate. [32] When the wife handles the discipline of the children and many of the financial transactions of the family the husband frequently feels his contribution to the family is not properly appreciated.

Cultural and social experience are important in shaping the differences between the sexes. This in no sense implies that one sex is superior or inferior; they are simply different. [33] The role of the mother is so diversified that

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[31] Frank Jessup, European Conference on Adult Education, Hamburg Report, (Hamburg: UNESCO Institute for Education, 1962), 42 pp.

[32] The Family in a Changing World, Citizens' Forum, (Toronto: Canadian Association for Adult Education, Nov. 5-6, 1961), p. 3.

[33] Ibid., p. 9.

in spite of new technologies to make housework lighter and food preparation simpler, she requires a well-balanced understanding of home and family needs. She is the one who is essentially responsible for the development of children who are happy, good-humored and emotionally well-adjusted, who respond to love and affection, trust and confidence, and show eagerness to learn and adjust to the processes of growing up. She is responsible to a great extent for the feelings of happiness and security of her husband. To preserve unity in their relationship they must grow together educationally as well as emotionally, so that there is a complete understanding of one another's desires and needs resulting in harmony in the home.

Komarovsky,[34] sums up the problems of the housewife in relation to the typical strains of homemaking. One is the strain of 24-hours-a-day, 365-days-a-year responsibility for small children. Another is the loneliness of isolation from other adults. A third is the ignorance of even the elementary principles of mental hygiene and the helplessness and anxiety over problems of child rearing.

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[34] Mirra Komarovsky, "Women in the Modern World," in: The Real World of Women, A CBC Public Affairs Conference, (Toronto: Canadian Association for Adult Education, 1962), p. 10.

Any education for women to enable them to take work outside the home should not exclude the need for them to secure whatever training they may need in family matters, new forms of housekeeping, bringing up children and healthful living.[33]

III. NUTRITION AND REAL MANAGEMENT

One reason for what appears to be apathy among the poor may be laid down to poor diet, resulting in malnutrition and lack of energy. Orshansky[34] says that the lower the income level the higher the percentage of money that must be spent on food. However, those money for food is limited drastically, more money is spent on the less expensive foods and less on the more expensive, which are the protein foods, fresh fruit and vegetables and milk. In other words, the basic nutrients - protein, calcium and vitamin C - are often cut beyond the minimum standards for good nutrition. She claims that there must not only be sufficient quantity but also sufficient variety of food to meet recommended nutritional goals, and conform to the customary eating patterns. Calories alone are not enough. To be able to provide an adequate diet on a low level income not only restricts the

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[33] "Citizens' Forum, Op. Cit., pp. 8-10.

[34] Ollie Orshansky, "Consumption, Work and Poverty", in Dan Seligman, (ed.): Growth for a Public Issue, (New York: The Free Press, 1965), p. 76.

kinds and qualities of food but also acquire more skill in meal planning, marketing, and food preparation. What passes for economy in low income families usually reflects lowering of dietary standards.

Willie and Riedick [37] also suggest that, because of lack of education, the poor are easy prey for installment purchases. Not only do their families suffer when they try to strive as equals in a competitive world, but they are also denied the basic things money can buy.

IV. CITIZENSHIP

Carr, [38] declared that no government which denies or limits the basic rights of education to any citizen should be allowed to accept concern for the other human rights, which education makes possible.

The United Nations Commission on the Status of Women [39] declares that good citizenship begins in the home. Women should be conscious of their responsibilities of citizenship. Too frequently participation in this field is interpreted as of interest only to those participating at

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[37] C. V. Willie and W. Riedick, "The Employed Poor: A Case Study," in: Von Eschen, (ed.): Poverty is a Public Issue, (New York: The Free Press, 1965), pp. 142-145.

[38] Wm. C. Carr, address from Washington, D. C., speaking to the World Conference of Organizations of the Teaching Profession, cited in: The Sun (Vancouver) October 25, 1967.

[39] Civic and Political Education of Women, Op. Cit., pp. 11-19.

a high level and not of interest to the ordinary citizen. Participation is extremely important in overcoming social injustices. Cooperative programs at the community level can only be made viable by the efforts of individual members. Good citizenship not only strengthens the security of the family but it also is very important to the strength of the community.

Governments, in the view of the Commission, should take the responsibility for making available more opportunity for the education and training of women in such fields as social and economic planning. Wherever laws exist that discriminate against women in any field, efforts must be made to change these laws.

V. EMPLOYMENT

Recent studies [40] show that people of low educational attainment have great difficulty in meeting economic and social needs of a modern society; that they are deprived of many opportunities for personal development and participation in community affairs; and they are unable to avoid unemployment and dependency.

In Canada the strongest motivation of married women returning to work was for economic reasons, according to the

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[40] E. M. Ojha, "Underemployment in Our American Society" in: F. M. Lanning and W. M. Many, (eds.): Education for the Disadvantaged Youth, (Boston: Houghton Mifflin, 1966), p. 4.

federal Department of Labour.[41] This motivation included looking to supplement the family income for necessities, but also to purchase luxury items. Secondary to this reason were the women's need to get away from the household, need of adult companionship, need of self-expression, and interest in the work of the organization in which she was employed.

This report[42] showed a close relationship between the education and training of married women and their type of employment. While most married women with incomplete high school standing were mainly employed as factory workers or in unskilled service jobs, most of those with high school graduation were in clerical work. Those with higher levels of education were employed as nurses, teachers and secretaries.

A United States study in 1964[43] indicated that there is also a direct relationship between the educational attainment of women and their participation in the labor force. It showed that 72 percent of all women 18 years of age and over who had completed five or more years of college were in the labor force. For married women the rate was

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[41] Married Women Working for Pay in Eight Canadian Cities, (Ottawa: Department of Labour, Canada, 1960), pp. 43-45.

[42] Ibid., pp. 13-17.

[43] 1965 Handbook of Women Workers, (Washington, D. C.: Women's Bureau, Bulletin 294, U. S. Department of Labor), pp. 192-195.

33 percent. However, it dropped to 43 percent for those with high school completion and 31 percent for women who had not gone beyond Grade 8. In Canada [4] participation in the labor force by married women is 33 percent for those with university training, 33 percent for high school completion and 17.5 percent for those with Grade 8 or less.

VI. SUMMARY

A review of literature indicates that the needs for education of married women of lower socio-economic status can be classified into five categories:

1) cultural orientation
2) family relationships
3) nutrition and home management
4) citizenship
5) employment

It is pointed out that ethnic communities may add richness to the cultural life of the country, but without some means of orientation into Canadian society the married women in these communities are subject to extreme loneliness.

The stability and emotional life of the family is one of the main challenges to the woman in the home. She not only carries the greatest share in the training of the children, but must also help preserve a balance in the husband-

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[4] Canadian Attitudes to women's employment, (Ottawa: Women's Bureau, Department of Labour, Canada, 1966), p. 22.

wife relationships.

Education is needed to contend with the physical needs of the family. The versatility of tasks in monetary planning, budgeting, marketing and food preparation require skill and intelligence in order to offset low dietary standards.

Married women must be aware of the laws that exist to protect them as well as those which discriminate against them.

Education and training opportunities must be available to women who seek employment. Studies have revealed that the higher the educational background the greater the participation in the labor force, and that those with limited education are frequently deprived of work opportunities. Also married women with incomplete high school education are mainly employed as factory workers or in unskilled service jobs.

CHAPTER III

SOCIO-ECONOMIC CHARACTERISTICS

In order to gain an insight into the reasons for lack of participation in adult education, a study of the socio-economic characteristics of the respondents was conducted. This necessarily deals with the spatial distribution of married women in categories of age, marital status, size of family, ethnic origin, income and educational background.

I. PERSONAL CHARACTERISTICS

Age. Due to the selected sample, most of the respondents were under the age of 45 as shown in Table I. The heaviest representation in each district was in the 25 to 34 year age group. Although age was recorded in ten-year periods, none of the respondents claimed to be below 19 years old. Many elderly citizens in both Kitsilano and Sunrise were approached, but of these only one past the age of 55 agreed to an interview. In the entire sample 20.5 percent were from 15 to 24 years of age, 39 percent were from 25 to 34 years, 22.6 percent were 35 to 44 and 10.2 percent were 45 to 54. Ten respondents did not reply to the question related to age. In Kitsilano a significantly higher percentage of the respondents were under the age of 25 than in Sunrise or Skeena Terrace.

Due to the selected sample, distribution varied only slightly in the three areas canvassed. While Kitsilano showed a higher representation of women under 35 years of age, in Sunrise and Skeena the largest number was in the 25 to 44 year age group.

TABLE I

AGE DISTRIBUTION

Age	Kitsilano		Sunrise		Skeena		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
15-24	16	25.8	5	14.3	9	18.5	30	20.5
25-34	25	40.3	14	40.0	18	37.0	57	39.0
35-44	7	11.3	7	20.0	19	38.4	33	22.6
45-54	7	11.3	5	14.3	3	6.1	15	10.2
55-64	1	1.6	0	0.0	0	0.0	1	0.7
No reply	6	9.7	4	11.4	0	0.0	10	7.0
Total	62	100.0	35	100.0	49	100.0	146	100.0

Marital Status. In the sample of 146 married women, 32 were widowed, divorced or separated. While this represents only 22 percent of the entire sample, 25 of the 32 women were in Skeena Terrace. This indicates that slightly over half of the respondents of this area are female heads of single parent families. Distribution according to marital status is shown on Table II.

Table II

Distribution of Families by Number of Children

Number of Children	Kitsilano		Sunrise		Skeena Terrace		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
None	55	90.2	34	97.1	24	60.0	114	78.1
One, divorced or separated	6	9.7	1	2.9	16	40.0	32	21.9
Total	62	100.0	35	100.0	40	100.0	146	100.0

Number of Children. Less than ten percent of the women interviewed reported that they have no children. Most of these are in the Kitsilano and the remainder in Sunrise. The largest percentage of families in Kitsilano and Sunrise have two children or less. In Skeena Terrace all but four families have two or more children, and 17 of these families have four or more. These data are shown on Table III. Over half of the families in all areas have children under school age; 34 in Kitsilano, 20 in Sunrise, and 29 in Skeena Terrace. Table IV illustrates this.

TABLE III

NUMBER OF CHILDREN

Children	Kitsilano		Sunrise		Skeena		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
None	10	16.1	4	11.4	0	0.0	14	9.6
1 child	19	30.7	7	20.0	4	8.2	30	21.5
2 children	15	24.1	11	31.4	15	30.6	41	28.1
3 children	7	11.3	6	17.2	13	26.5	26	17.9
4 or more	5	8.1	3	8.6	17	34.7	25	17.0
No Reply	6	9.7	4	11.4	0	0.0	10	7.0
Total	62	100.0	35	100.0	49	100.0	145	100.0

TABLE IV

DISTRIBUTION OF FAMILIES ACCORDING

TO PRE-SCHOOL CHILDREN

Children	Kitchiana No.	Kitchiana Percent	Sunview No.	Sunview Percent	Ottawa No.	Ottawa Percent	Total No.	Total Percent
None	10	16.1	4	11.4	0	0.0	14	9.6
With children but none under school age	12	19.4	7	20.0	20	40.8	39	26.6
With Children under school age	34	54.8	20	57.2	29	59.2	83	56.8
No reply	6	9.7	4	11.4	0	0.0	10	7.0
Total	62	100.0	35	100.0	49	100.0	146	100.0

Ethnic Origin. Both Kitchiana and Sunview areas reveal aspects of a city in transition; the former in the state of decay, and the latter of a new inner city development adjacent to industry. Now Canadians of many origins have settled in both areas forming small communities of their own. Greeks, Italians and Germans form the largest groups in Kitchiana. In Sunview there is a heavy concentration of Italians in the northwest section of the district. Of the 45 new Canadians interviewed, 13 could speak very little, if any, English. Some required an interpreter. Table V reveals the high concentration of Greek, Italian and German families in the three selected areas.

TABLE V

ETHNIC ORIGIN

Ethnic Origin	Kitsilano		Sunrise		Skeena		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Canadian	34	54.8	27	77.1	42	85.7	103	70.4
Greek	12	19.4	0	0.0	0	0.0	12	8.2
German	8	12.9	0	0.0	3	6.1	11	7.5
Italian	3	4.8	7	20.0	0	0.0	10	6.8
Polish	2	3.2	0	0.0	0	0.0	2	1.4
Finnish	1	1.6	0	0.0	0	0.0	1	0.7
Ukrainian	1	1.6	0	0.0	1	2.0	2	1.4
Yugoslav	1	1.6	0	0.0	0	0.0	1	0.7
Hungarian	0	0.0	0	0.0	3	6.1	3	2.0
Portuguese	0	0.0	1	2.9	0	0.0	1	0.7
Total	62	100.0	35	100.0	49	100.0	146	100.0

Family Income. Details regarding distribution related to family income are shown on Table VI. In Kitsilano 29 women did not reply to this category either because of inability to communicate fluently in English, because they did not wish to, or because they did not know what their income was. Of the remainder, 15 families earned less than $4,000 yearly, 12 families earned between $4,000 and $5,999 and six families earned over $6,000.

In Sunrise no family had an income below $3,000. Nine families had an income of over $6,000. In two of these cases the educational level of the woman was below Grade 7. In another instance a mother of two, with Grade 11 standing, bringing up her family alone, earned over $6,000 as a fashion buyer for a department store.

At Skeena Terrace nearly 90 percent of the families had an income of less than $3,000. Single-parent families, headed by women, all had incomes under $3,000, and 75 percent of those had less than $2,000 for a yearly income.

TABLE VI

INCOME DISTRIBUTION

Income	Kitsilano No.	Percent	Sunrise No.	Percent	Skeena No.	Percent	Total No.	Percent
Under $2,000	6	9.7	0	0.0	22	45.0	28	19.2
2,000-2,999	5	8.1	0	0.0	16	32.6	21	14.4
3,000-3,999	4	6.5	6	17.2	4	8.2	14	9.6
4,000-5,999	12	19.3	14	40.0	7	14.2	33	22.6
6,000 & over	6	9.7	9	25.6	0	0.0	15	10.2
No reply	29	46.7	6	17.2	0	0.0	35	24.0
Total	62	100.0	35	100.0	49	100.0	146	100.0

II. EDUCATION AND EMPLOYMENT

Public School Education. Of the women who replied to questions concerning education only a small percentage had less than Grade 9, except Skeena Terrace where nearly one-third had dropped out before attaining this level. Approximately one-third of the women in Kitsilano and Sunrise had achieved Grade 12, but only one-fourth of those in Skeena Terrace had. In both Kitsilano and Sunrise a large number of women gave no reply in this category because of language difficulties. Of the entire sample only four had less than Grade 5 standing, but quite a number with Grade 6 to 8 level of education asked about basic English and

reading improvement courses. All the women interviewed wanted more education for their children than they themselves had obtained. Details regarding public school education are shown on Table VII.

TABLE VII

PUBLIC SCHOOL EDUCATION

Grade	Kitsilano No.	Percent	Sunsine No.	Percent	Skeena No.	Percent	Total No.	Percent
Grade 5 or less	2	3.2	0	0.0	2	4.1	4	2.8
Grade 6-7	5	8.1	2	5.7	1	2.0	8	5.6
Grade 8	0	0.0	2	5.7	12	24.5	14	9.6
Grade 9-11	11	17.3	11	31.4	22	44.7	44	30.8
Grade 12 or over	21	33.8	12	34.4	12	24.6	45	30.8
No reply	23	37.0	8	22.8	0	8.8	31	21.2
Total	62	100.0	35	100.0	49	100.0	146	100.0

Employment. Of the 143 respondents, 65 percent had worked before they were married but only 30 percent do so now. However, not all the women presently employed worked before marriage. Most of the women now working are doing so on a part-time basis to subsidize the family income. Two of the women in Kitsilano are helping their husbands with interior renovation of homes for sale or rent. All the women

presently employed in either task have tenth 12 students. Another four with grade 12 education are in the service trades as waitresses or domestics. Employment history is shown on Table VIII.

TABLE VIII

EMPLOYMENT HISTORY

Occupation	Current duties Nursing	Non Nursing
Registered nurse	4	0
Nurse's aide or Technician	7	4
Clerical	21	11
Beauty culture	4	1
Sales	0	2
Needle trades	4	5
Factory	15	5
Service	23	16
Total	80	44

III. SUMMARY

The majority of the respondents in all three areas were between the ages of 18 and 44, married, and with children. The main exception was Ghetto Texas where over 50 percent

of the women interviewed were married, divorced or separated. In both Kitsilano and Sunset a high percentage of the women were new Canadians with language and cultural problems.

In both Kitsilano and Sunset the highest proportion of the families had income ranging between $3,000 and $5,999. However, in Skeena Terrace over 75 percent of the income were less than $3,000, and 45 percent were under $2,000.

While most of the women in all three areas had gone to school beyond the Grade 8 level, less than one out of three had completed high school. Data indicated that there are greater percentage of high school completion in Kitsilano and Sunset than in Skeena Terrace which showed evidence of a high dropout rate between grades 9 and 11.

Skeena Terrace also revealed a much higher incidence of single parent families than did the other two areas under study. This area also had more families with three or more children, and slightly more with children under school age.

These data lend credence to the evidence that female headed families are inclined to have marginal income. It also supports Ostry's [45] claims that women with lower educational standing are inclined to have larger families.

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[45] Ostry, Loc. Cit.

CHAPTER IV

PARTICIPATION IN EDUCATIONAL ACTIVITIES

Education is a significant index of one's position in the social scale according to Brunner.[46] Evidence also reveals that there is a positive relationship between socio-economic status and participation in adult learning. The lower a person's status the less likely he is to be reached by adult education. It is probable that those with more education are motivated to continue to learn.

1. ACADEMIC AND VOCATIONAL PROGRAMS

Former participation. Table IX reveals that 25 of the 57 women in this study who have previously participated in academic or vocational training are Grade 12 graduates, and 15 have a Grade 9 to 12 level of education. Of those with Grade 12 standing, 19 were in Kitsilano, 2 in Sunrise and 1 in Skeena Terrace. This would indicate that the higher the grade level the greater the degree of participation.

The data in Table IX further suggest that most of the married women of lower socio-economic status points adult education to employment opportunities. Most of the

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[46] E. de S. Brunner, et. al., An Overview of Adult Education Research, (Chicago: Adult Education Association, 1959), pp. 103-104.

TABLE IX

PRIOR ACADEMIC OR VOCATIONAL PARTICIPATION
BEYOND FORMAL SCHOOLING

	Kitchener						Sudbury						Sturgeon							
Program Area	0	1-4	5	6-8	9-11	12+	0	1-4	5	6-8	9-11	12+	0	1-4	5	6-8	9-11	12+		
University Prepar.					3						1								4	7.0
Fields of Art					1	1					1								3	5.3
Nursing				1	3														4	7.0
Nursing Aide				1	1	1					1				1	1			6	10.5
Commercial Course				1	10						5			1	2	5			24	42.1
Beauty Culture		1		3					1							1			6	10.5
Handicraft	1	1				2		1							1		1		7	12.3
Service Trades		1			1														2	3.5
English for Non Canadians				1															1	1.8
Totals	1	3	0	7	15	4	0	0	1	1	8	0	0	1	3	7	1	0	57	100.0

women with less than Grade 12 education had collected vocational training in areas that did not require further academic study. Approximately 12 percent of the enrollees had received this prior training in commercial courses. A high percentage of these women were Grade 12 graduates. Nearly all the remaining women with high school graduation had pursued areas of study that acted for a prerequisite of academic standing. Four of these were on university undergraduate programs and three had entered nursing. Of the remainder, three had collected study in the fields of music and art.

Present Participants. At present 11 respondents in the sample are enrolled in educational programs, as indicated in Table X. Eight of these women are Grade 12 graduates with a previous record of participation in adult education. Of this group, five are doing undergraduate work at university. One woman is studying to become a kindergarten teacher and one is studying fine arts. The other Grade 12 graduate is a working mother taking commercial courses by correspondence to improve her employment opportunities.

The two women with Grade 9 to 11 level of education are studying to become pre-school teachers. Both are welfare recipients, single heads of families with pre-school children. Their tuition is being paid by a service club, and their

transportation by welfare services. They exchange baby-sitting responsibilities so one has daytime classes and the other evening classes. Appreciation of the opportunity to continue their education was expressed in this manner by one of the mothers:

> You see your furniture get shabby and your clothes get run down, and you start wondering how long it can go on. Since I started this course I feel like a new person. You don't know how wonderful it is! My whole attitude has changed. I am happier now, and so are my children. I can look forward to getting off welfare when the baby (aged two years) is in kindergarten. But even if I never worked it has done something for my spirit. 47

Failure of married women of ethnic origin to learn English in established classes provided for new Canadians is indicated by the fact that only one respondent is presently enrolled.

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47 Interview with a respondent in Skeena Terrace.

TABLE X

PARTICIPANTS CURRENTLY ENROLLED IN CONTINUING EDUCATION

Program Areas	Grade Completion						
	5 or less	6 to 7	8	9 to 11	12	No grade stated	Total
University	0	0	0	0	5	0	5
Kindergarten or pre-school teacher	0	0	0	2	1	0	3
Art	0	0	0	0	1	0	1
Commercial course	0	0	0	0	1	0	1
English For New Canadians	0	0	0	0	0	1	1

II. REASONS FOR NON-PARTICIPATION

Most of the respondents in the study recognized a need for improving their education. However, slightly over one-third of the women - 25 in Kitsilano, 20 in Sunrise and 10 in Skeena Terrace - expressed no need for continuing learning. These are mainly women who had a background of work experience and who said they would return to their former type of employment if the need arose.

In replying to the question concerning non-participation the women frequently gave several interrelated

reasons. The possible implications of these reasons are studied in relation to the following variables:

1) residential area
2) age
3) income
4) level of education
5) marital status
6) children
7) ethnic origin

Residential Area. Table XI indicates that, in Kitsilano 19 of the respondents gave as their reasons for non-participation the inability to speak or understand English sufficiently well. The response of a Greek woman in the Kitsilano area exemplifies this. She is interested in a course in dressmaking, but fears her English is not good enough to enable her to understand what is being taught. While she is willing to leave her immediate neighborhood for an occupational course, she is hesitant to do so in order to take English for new Canadians. This is also associated with her husband's attitude. Their cultural pattern places him in the position of decision maker. Whereas, he does not object to her taking vocational courses for future employment, he feels she should stay at home with the children rather than take language classes. Thus non-participation, for her, involves cultural and language problems, lack of desire to leave her neighborhood,

responsibility of small children and submission to male domination.

In reference to place of residence, another barrier to adult education participation in Kitsilano involved the lack of child care facilities. Third in order was contentment in their perceived role of homemaker, and the fourth concerned lack of information regarding courses and where they were being offered.

In Sunrise the most frequent deterring factor was need of facilities for the care of pre-school children. This was followed in importance by lack of interest on the part of women who were satisfied in their role as homemaker. The other two most frequent answers in this area were lack of time, and postponement through indecision to embark on a program of education.

At Skeena Terrace 37 women gave costs related to fees and transportation as their primary reason for non-participation. Lack of child care facilities came second. Feelings of inadequacy related to meeting standards of course requirements, lack of time, and distance from the centre where courses were offered followed in importance as reasons for failure to participate in adult education.

TABLE XI

NON-PARTICIPATION WITH REFERENCE TO AREA OF RESIDENCE

Area of Residence	Cost (fees and / or transportation)	Care of children	Feeling of inadequacy regarding knowledge of standards	Language and cultural differences	Wants to have membership of Association	Dominated by husband	Lack of information	Field of interest not certain	Resentment shown by neighbours Association	Lack of time	Distance from centre	Age or health	Not happy as members (not Association material)	Too busy to attend
Kitsilano	3	13	4	10	2	3	8	1	2	6	0	3	9	1
Sunrise	0	12	1	4	0	4	3	2	5	6	0	2	11	0
Skeena	37	36	16	4	6	0	2	5	0	11	8	6	1	0

Income. In reference to income variables (Table XII), cost of fees and transportation received the most responses by women with incomes under $3,000 as reasons for non-participation. This was followed by lack of care for small children. Cases concerning income variables are exemplified by the following histories of several respondents:

1) A single parent supporting two pre-school children on an income under $2,000 would like commercial training. Costs related to tuition, carfare and baby-sitting services place this type of training out of reach.

2) A mother of six with Grade 8 education would like to complete high school and become a stenographer, in order to subsidize the family income. At present she studies from her children's school books as she feels that costs entailed in a training program would be too high. If she waits too long it would be too late to start. The family income is under $6,000.

3) A single parent, 45 years of age supports herself and one child in school, on an income under $3,000, doing strenuous institutional work. She would like stenographic training but is worried about the costs, and length of the program.

4) A mother of two supports herself and her children on an income under $2,000. Her ambition is to become a hairdresser but she is afraid women on welfare would not be accepted. The costs entailed and time required to qualify are thoroughgoing. [48]

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[48] Interviews with respondents: (1), (2) and (3) from Skeena Terrace and from (4) Kitsilano.

In the $2,000 to $3,999 income group 16 replies related to cost of fees and transportation, 15 to care of children, and seven to lack of time. This was followed by six relating to a feeling of inadequacy, and four each to age or health and distance from the centre where courses were given.

In the $3,000 to $3,999 bracket only seven related non-participation to care of children, while four gave lack of time and four gave uncertainty as to their field of interest as their cause.

In the $4,000 to $5,999 income bracket there were 11 responses related to care of children, six claimed they were happy as homemakers and not interested in further education, and six said they lacked time. Three replies each referred to feelings of inadequacy, costs and postponement through indecision. In the higher income brackets, more of the women expressed the fact that they were happy as homemakers and not interested in resuming their education.

In the District of Coquitlam, adjacent to Vancouver, after removal of tuition fees attendance has quadrupled, and married women on welfare have seized the opportunity of retraining for employment.[49]

The preceding data appear to indicate that adult

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[49] Interview with Mr. C. Frye, Adult Education Director, District of Coquitlam, B. C., 1967.

TABLE XII

NON-PARTICIPATION WITH REFERENCE TO INCOME

Income	Does not/does not participate (Does not/does not participate) 6	Does not have children 5	Does not have a frequency of participation 4	Does not have a good attitude 3	Does not have a bad attitude 2	Does not have an income 1	Does not have an income 0	Does not have an income 1	Does not have an income 2	Does not have an income 3	Does not have an income 4	Does not have an income 5	Does not have an income 6	Does not have an income 7
under $2,000	6	17	8	3	5	0	3	1	0	2	3	2	0	0
$2,000 - 2,999	6	15	6	3	2	1	3	0	0	7	4	4	0	0
$3,000 - 3,999	3	7	3	2	2	0	0	4	0	4	0	1	1	1
$4,000 - 5,999	3	11	3	2	0	1	0	1	3	6	1	1	0	0
$6,000 and over	0	3	0	2	0	0	2	1	3	2	0	1	3	0
No reply	0	8	1	5	2	1	5	0	1	2	0	2	11	0

education, in the minds of women of lower socio-economic status, is closely linked with future employment.

Age. As shown in Table XIII, care of children, and costs of tuition and transportation were the areas of greatest concern in the younger age categories.

In the 15 to 24 year age group care of children received 15 replies; cost of courses and transportation came next. This was followed by language problems, feelings of inadequacy, and lack of time. Two women in the 15 to 24 age group mentioned the husband's decision as a determining factor. One of the women expressed it this way:

> My husband does not think I need more schooling. He says he does not want his wife to work. He wants me to stay at home to look after the children. [50]

In the 25 to 34 age group, 27 replies were given for care of children and 15 replies related to costs of tuition and transportation. These two areas of major concern were followed by such deterrents as cultural and language difficulties, lack of time, feelings of inadequacy regarding educational standards and satisfaction in homemaking.

In the 35 to 44 year age group 17 replies related to care of children and 15 to costs. This was followed by

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[50] Interview with a Kitsilano respondent.

non-participation due to language difficulties, age and health, lack of time and satisfaction in homemaking.

Most of the women over 45 years of age expressed satisfaction in their role of homemaker, or reasons of age or health as the foremost determents for non-participation in adult education. Two women felt inadequate and sensitive about returning to a classroom situation. One of these women said she was fifty, but would like to complete her high school. She expressed interest in teaching English to new Canadians. The other said it was too late to start over.

Level of Education. Table XIV relates to responses for non-participation level of education. Women with limited education gave multiple reasons for non-participation in adult education. While only four women had less than Grade 5 education, one respondent gave four reasons for non participation:

> This mother of six has less than Grade 5 education. The family income is between $2,000 and $3,000. Her deterrents are lack of time, lack of baby-sitting facilities, costs entailed in courses, and a feeling of inadequacy about going into formal programs. However she would like to take basic reading courses to help her children with homework. She would be interested if informal classes were held closer to home. 51

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[51] Interview with respondent in Skeena Terrace.

TABLE XIII

CON-PARTICIPATION WITH REFERENCE TO AGE

Ages	Case (passed)	Case of Quarrel (between husband and wife)	Failed to pay debts	Husband or wife deserted	Failed to support family	Failed to support family (by Poor Relief)	Husband in prison	Husband in Lunatic Asylum	Husband or wife confined in Workhouse	Husband or wife confined in Prison	Husband or wife confined in Lunatic Asylum	Husband or wife dead	Separation by mutual consent	Divorce	Other causes
5 - 24	6	25	5	5	1	2	4	1	2	4	13	0	0	0	0
5 - 34	15	27	9	13	3	4	5	2	3	1	5	0	0	0	0
5 - 44	25	17	5	6	1	1	4	3	1	1	2	0	0	0	0
5 - 54	2	2	2	1	1	0	0	2	1	0	0	0	0	0	1
5 - 64	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5 Upby	0	0	0	2	2	0	0	0	0	0	1	0	2	0	0

The chief reasons given by women with a Grade 6 to 7 level of education for non participating were lack of information regarding courses, as well as the common complaint of lack of money and child care facilities. Two women at this level stated that they were happy as homemakers, and thus not interested in further education.

Women with Grade 8 education placed costs involved in adult education first, followed by feelings of inadequacy in meeting course requirements. These were also the most frequent answers for women in the Grade 9 to 11 level. Many of them also referred to lack of time to participate in educational programs.

Of these women who had completed Grade 12, six were new Canadians. An example of the problems that they must overcome is indicated in the following interview data:

> A German woman between 25 and 35 years of age, separated from her husband, has two children, one of whom is under school age. She is on welfare with an income under $2,000. This woman worked as a governess in Germany for eight years. She would like to train as a social aide but her command of English presents a major difficulty. Lack of money and care of the children are two other obstacles to participation in her desired courses. 52

Another case was that of a Hungarian woman who works part-time in a laundry but would like to become a kinder-

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52 Interview with a respondent in Skeena Terrace.

TABLE XIV

NON-PARTICIPATION WITH REFERENCE TO LEVEL OF EDUCATION

Grade level	Lack of transportation (Poor and/or transportation)	Lack of information	Lack of adequate knowledge in subjects	Lack of guidance and guidance	Lack of encouragement (Discouragement)	Lack of interest	Lack of money	Lack of facilities	Lack of teachers	Lack of books	Lack of time	Lack of room	Lack of clothes	Lack of shoes
Grade 5 or less	2	2	2	1	1	0	2	0	0	0	0	0	1	0
Grade 6 - 7	2	2	1	1	0	0	2	0	0	1	1	0	2	0
Grade 8	11	10	7	0	3	0	1	4	1	2	2	2	0	0
Grade 9 - 11	17	20	0	2	2	1	2	1	1	10	3	5	3	0
Grade 12 or over	11	17	1	6	0	0	2	2	4	9	3	3	6	1
Grade not given	0	9	1	17	2	6	5	1	1	2	0	2	10	0

garten teacher. Inability to speak and read English properly, and the care of three small children prohibit her from entering programs of learning.

A Anglo-Saxon nurse, with German background, is doing housework part-time to subsidize the family income. She would like to take English lessons when her husband is better established.

Seventeen replies in this group dealt with care of children and 11 related to costs. Lack of time, satisfaction in the role of homemaking and postponement of decision to enter educational programs were other reasons given for non-participation.

Of those women who did not state their grade level 17 had language difficulties. Their replies were closely related to cultural factors. Most of these women were either Greek or Italian. Their husbands objected to outside help in caring for children, and expected their wives to be home in the evening. Ten of these women also replied that they were happy as homemakers. Five womenin this group asked for information regarding courses and the location of adult centers.

Marital Status. As indicated in Table XV, most of the replies related to non-participation in adult programs dealt with the care of children, regardless of

TABLE XV

NON-PARTICIPATION WITH REFERENCE TO MARITAL STATUS

Marital Status	Lack of time and/or inconvenience)	Lack of childminding facilities	Feeling of being unable to cope	Lack of confidence	Lack of self-confidence (Shyness)	Disapproval of husband	Lack of encouragement	Lack of knowledge of Arabic	Lack of knowledge of English	Lack of knowledge of Arabic and English	Disapproval of relatives	Age of husband	Age of wife	Lack of interest (Apathy)	No time to work
Married	16	43	14	23	5	1	0	0	7	17	4	7	21	1	
Widowed divorced or separated	21	15	6	4	3	0	5	0	0	6	4	4	8	1	

marital status. For married women other deterring factors were language difficulties, costs, and feelings of inadequacy. Twenty-one replies that they were not interested as they were happy as housewives, and 17 gave lack of time as a reason.

For those who were widowed, divorced or separated the most frequent deterring factor was cost of fees and carfare, baby-sitting arrangements were given next highest priority. Lack of time, feelings of inadequacy and lack of information regarding courses were mentioned as other reasons.

Children. It is evident from Table XVI that the greatest deterrent for married women entering education programs is the care of children under school age. This factor received 49 responses compared to 13 for those who had children in school but none under school age. Costs of courses and transportation came second for women with pre-school children, and first for women with children in school, and only received 3 replies for those without children. A high percentage of women with pre-school children also had language and cultural difficulties. Lack of time was another deterrent on the part of mothers with pre-school children. This was followed by other reasons such as, a feeling of inadequacy, and satisfaction in the

role of homemaker.

For women with children in school the cost of food and welfare took precedence over other causes, followed by care of children, and thirdly by age and health. The women without children gave lack of interest due to being happy as homemakers their most frequent cause, followed by language difficulties, costs, age or health, in successive order.

Ethnic Origin. Although 43 women were of ethnic origins other than Canadian only 27 expressed problems related to language and culture. In some cases they were interpreted by the husband or child of the respondent. Interviews with women in this group reveal problems related to cultural and language barriers:

1) An Italian woman, aged 25 to 34, with one child in school and one under school age, has lived in Canada 11 years. The family income is between $3,000 and $5,999. Her husband has taken language courses and became a naturalized Canadian. Her ambition is to do the same but the care of her children is her first responsibility. Her neighbor is now learning English at Technical Night School, and she would like to do the same in two or three years time.

2) An Italian mother of two children under school age speaks broken English but would like to work properly. Her husband works in a foundry. He expects her to be home for the children in the daytime, and for him in the evening. 53

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53 Interviews with respondents in Sunrise.

TABLE XVI

NON-PARTICIPATION IN REFERENCE TO CHILDREN

Children	Lack of (Does not/do not) understand	Case of child	Feeling of inferiority	Language difficulty	Lack of adequate clothing	Lack of interest	Fear of (Does not/do not) like	Absence of husband	Lack of time	Dislike	Age of children	Poor health (Does not/do not) like	Too far to walk
No children	3	0	1	4	0	1	1	0	1	3	1	3	0	0
Children in school	15	13	9	4	1	3	4	4	1	3	3	0	4	1
Children under school age	22	19	11	19	7	5	6	4	1	16	4	0	0	0

5) A Greek woman, aged 25 to 34, whose husband gets irregular work as a mechanic, subsidizes his income by taking in dressmaking. She would take English courses if they were offered close to home. Family responsibilities come first. She expressed extreme loneliness.

4) A Greek woman, aged 25 to 34, with Grade 7 education, has two children in school and one under school age. She lives in her husband's ninroom factory. She has lived in Canada nine years and learned English on her own. However, she could like courses, not only in English but also to understand the culture and attitudes of her new land. She feels the loneliness of living in a different culture. Lack of time and lack of information have been her chief deterrents.

5) A Greek woman, whose husband works in the Peace River has one child in Grade 2. Both her husband and daughter can speak English. She thinks she can learn English from her daughter. She feels it is more important for her little girl to retain her Greek language and culture than it is for her to learn English herself. She claims she is shy about entering classes for new Canadians. 54

III. SUMMARY

Approximately half of the women in the three selected areas, who have a record of previous participation in educational and training programs, are Grade 12 graduates. Also, eight of the 11 women currently involved in programs have Grade 12 standing, and two others are in the Grade 9 to 11 group. This evidence points to two probabilities:

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54 Interviews with respondents in Kitsilano area.

1) that there is more likelihood of participation in adult education among married women in the higher grade levels, and
2) the higher the grade level the greater the motivation for continuing learning.

An analysis was made of reasons for non-participation in adult education in relation to the following variables: (1) residential area, (2) age, (3) income, (4) level of education, (5) marital status, (6) children, and (7) ethnic origin.

This analysis revealed that the greatest inhibitory factor was not so much the presence of children, but the need of facilities for pre-school children. Cost of fees and transportation was the second most common deterrent.

The lower the income and the lower the educational standing, the more frequent were multiple reasons given for not participating in educational programs. Those who expressed inadequacy, as well as those with language and cultural barriers, said they would prefer programs within their own neighborhood, and in an informal setting. Those who were deterred by costs also mentioned distance to the centre and care of small children as interrelated causes.

Women of single parent families gave a slightly higher priority to costs than to care of children, as the

reluctant reason for failing to enter adult programs, whereas, the reverse was true for married women.

Some distinct characteristic differences prevailed in relation to the three districts under study:

1) In Kitsilano and Sunrise, among new Canadians, their native culture and language presented a barrier to participation. This was not apparent in Skeena Terrace.
2) More married women, in Kitsilano had participated in adult programs, or were doing so, than in the other two areas.
3) In Sunrise, a larger percentage of the women were happy as housewives and not interested in adult-education programs.
4) In Skeena Terrace, feelings of inadequacy in meeting standards of the courses in which they were interested was coupled with costs and care of pre-school children as the major deterrent. These factors were not as important in the other two areas.

CHAPTER V

NEEDS FOR ADULT EDUCATION

A review of the literature indicates that the five areas of need of adult education for married women of lower socio-economic status were: (1) cultural orientation, (2) family relationships, (3) nutrition and home management, (4) citizenship, and (5) employment.

In this part of the study two approaches were taken to discover what needs exist for adult education for women in this section of society:

1) by interviewing the women involved, and

2) by interviewing resource personnel.

I. EDUCATIONAL NEEDS AS EXPRESSED BY THE RESPONDENTS

Approximately two-thirds of the women expressed a need for adult education. Their areas of interest correspond closely to those suggested in the literature. The areas of need as expressed by the women are shown here in order of priority.

Future Employment. Need for adult education programs in order to improve opportunities for future employment was expressed by 54 respondents. Their objective was to raise their standard of living by subsidizing the family income. Approximately half of these women were single heads of house-

holds; 13 were in Sheena Terrace and three in Kitsilano. All of the women who were sole supporters of their families have incomes under $3,000. In two-parent families, only those in Sunrise, who expressed future employment needs, had incomes above this figure.

The areas of adult education for future employment, as expressed by this group, may be classified into pre-requisite programs and vocational programs. The classification of prerequisite programs include English for new Canadians (four respondents) and academic upgrading (11 respondents). Vocational courses were sought by 45 respondents. Of these, 14 women stated preference for commercial training.

Only seven of the women expressing a need of education related to future employment had not gone beyond elementary school. Of the remainder, 25 had Grade 9 to 11 level of education, and 17 had completed Grade 12.

Nutrition and Home Management. The need for courses in nutrition and home management was expressed by 15 women. Of this group, five were in Kitsilano, four in Sunrise and six in Sheena Terrace. All except five of this group had less than Grade 9 education.

Courses desired by these women related directly to the economic needs of the family; i.e. budgeting of money,

food preparation, dressmaking and interior decoration.

Language and Cultural Orientation. Although 40 respondents in the sample have ethnic backgrounds other than Canadian, to the extent that language and culture pose a barrier, only 20 expressed the need for learning English. In Skeena Terrace, four women placed the ability to read and write English as a prerequisite to courses for future employment.

In Kitsilano, 15 women expressed the need for courses in English and cultural orientation to overcome loneliness and isolation. In Sunrise, one respondent wanted similar courses in order to prepare for Canadian citizenship.

Family Relationships. Few women expressed any need for courses in family relationships. As a result of their own disrupted education, nine women in Skeena Terrace expressed need for programs toward more intelligent reading in order to strengthen children in school work. This was

three in Kitsilano.

Citizenship. The need for education in order to understand and participate in public affairs was expressed by only three women in the entire sample. The inability of the respondents to perceive a need in this area is evidenced

by the following findings:

1) approximately 2% percent of the women said they were interested in parish affairs

2) 50 percent said they voted

3) less than four percent had participated in political affairs beyond voting at election time

4) only seven percent had belonged to parent-teacher organizations.

II. AREAS OF NEED IDENTIFIED BY RESOURCE PERSONNEL

The chief areas of need for adult education as identified by the resource personnel were similar to those of the respondents. Resource personnel placed priority on education for family relationships, and nutrition and homemaking. Consideration of other areas of need was given to problems where they existed.

Family relationships. One of the most pressing needs in the field of education for lower class women is the entire area of parent education and family solidarity. Cornose,[55] suggested that unless both parents are involved in an educational program there is danger of family conflict. He suggested that while the woman in the home should receive the benefits of continuing education and should not

[55] Interview with Rev. D. H. Cornose, Pastor of All Saints Anglican Church, Vancouver East.

lag behind while her husband and children continue to grow. It is equally important that the wife should not advance too rapidly ahead of her husband educationally. In the lower class family, educating the wife for employment outside the home could present one of the problems of family breakdown. Family breakdown and delinquency can be one of the most serious problems of the lower socio-economic group.

Another area of great importance as seen by the welfare workers was related to the care and education of children. Culturally disadvantaged young women who struggle on low incomes frequently fail to seek for opportunities for their children because they do not recognize them. Hilton,[55] claims that the life space of the child can be broadened in one of two ways. One method is through kindergarten enrichment programs such as are now being offered in both Hillsville and Burnley. The other is to reduce the mother and increase her life space. This can do much to prevent young people from entering far less education than their abilities warrant. It can also be one of the positive ways ahead in prevention of juvenile delinquency and drug taking.

Nutrition and Home Economics. The concern of the public health nurse and welfare workers, particularly in

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[55] Interview with Evelyn Hilton, Social worker at Hillsville Multipurpose Centre in the Hillsville area.

Sunrise and Skeena Terrace was for the poor standards of nutrition, and the difficulties low income families encountered with money management.[57] Many of these women are not aware that they are inefficient housekeepers and do not identify home management and nutrition as areas of educational need.

Poor eating habits and meal patterns of children in elementary schools in that district stimulated an experimental program on money management, food purchasing and food preparation. This program was accomplished through the enlisted cooperation of the Young Women's Christian Association, Metropolitan Health and other service groups. Of the 63 women who attended, a survey six months later revealed that nine had benefitted by trying out new recipes and applying new information of food purchasing.[58]

A second experimental project, in these areas utilized television as an information medium, with the assistance of professional group leaders.[59] Several of the women on low income felt they had benefitted from the program, especially through improved methods of budgeting.

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[57] Interviews with Mrs. J. Loring, (Public Health Nurse), and Mrs. R. Chisholm and Miss M. Martin, (Social Workers).

[58] Rosamund Ross, Food Facts, Canadian Nutrition Notes, Vol. 23:1, January 1967, pp. 7-9.

[59] Cutting the Most Out of Your Food Dollar, a mimeographed report from Metropolitan Health, Vancouver, B. C.

and in the buying of food products.

Cultural Orientation. The problem of language and socio-cultural orientation is another need among the married women of lower socio-economic status in all three districts. Failure of many of these women to learn English has prevented them from making use of their previous education. It is also creating a problem of loneliness and isolation in their inability to identify with the larger community. This is due to two causes: (1) the fear these women possess of leaving their own neighborhood, and (2) native cultural patterns by which the woman's place is in the home, and small children are her personal responsibility.

Serious attempts have been made to reach these women. In Kitsilano, programs for married women are offered at Alexandra Neighborhood House where supervised play facilities are provided for small children. Effectiveness of this program is presently limited as this Neighborhood House is isolated from the residential area by a heavy traffic artery.[60] In the nearby Chinese community, however, a similar program at the Fender Young Women's Christian Association is proving very successful for young married women with children.

Citizenship. Lack of communication and the failure to feel a sense of community is a serious problem among these lower socio-economic groups. Most of the women are not

[60] Op. Cit., Hilton.

aware of the community resources available to them, and can only learn to appreciate them through education. A pressing need exists for the development of good citizenship on the part of women in all these areas. Platforms to schools and community centres should mean transportation problems immediately communication difficulties.

As Sloan Tobacco, the need of community development was met, in 1967, through an experimental project in which welfare personnel sought the cooperation of the Company of Young Canadians. Many useful projects were initiated to improve the leisure activities for young people, improve play areas and produce more equitable zones for tenants. The most important benefit realized was that the tenants learned to work together. Leadership also proved a new experience to those socially disadvantaged women who found themselves in problems of responsibility an expressions of play areas as an executive of the newly-formed Tenants' Association.

This program was described by Dalton:

> CYC doesn't do things for people it believes, supports and encourages. The community itself makes things happen.
>
> Published reminders have written about the urban dimensions of political apathy caused by futility feelings - the myth-breakdown-anonymity-dehumanization syndrome. To Blackwell the alienated is confronted with a lonely crisis of dignity, of self-acceptance and self-worthlessness.

> The Company of Young Canadians doesn't build monuments; it builds human beings. 61

Resource personnel also felt that women in these areas should be informed on issues concerning housing, health, welfare and education. They cannot expect changes in their conditions if they are not aware of the laws which exist to protect them or those that discriminate against them.

Employment. Although education for future employment is important, it should not supersede other areas of educational need for the married woman with small children. Women who are the heads of single parent families are encouraged to stay home with their children even if it means accepting welfare during the time of greatest dependency. Vocational education is not discouraged. Where the need is apparent, and the mental health and attitude of the woman, may be affected, as much counselling and financial assistance as possible is provided. However, provision of financial assistance is not available to women on sub-marginal independent incomes. This is one of the most crucial problem areas as seen by welfare personnel. 62

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61 Mike Bolton, "The Isn't Nihilism," The Province (Vancouver), August 25, 1967.

62 Interview with Mrs. R. Chisholm, (Social Worker at Skeena Terrace).

III. SUMMARY

An analysis of needs that exist in adult education for married women of lower socio-economic status revealed that the woman interviewed, and the resource personnel in each district identified the same areas of need but placed a different emphasis on priority.

The woman placed priority on education for employment in order to supplement the family income and to improve the standard of living. Resource personnel felt that added income alone would not measurably improve home conditions measurably if it was not accompanied by more efficient home management. While they did not object to education for future employment of these women, it should not interfere with the proper care of small children.

First priority was given to family relationships as a field of educational need by resource personnel. The need of good husband-wife relations, and improved parent-child relations to prevent family breakdown and delinquent behavior were looked upon as important fields of study for married women. However, this area of need was not perceived by the respondents. Few of them were able to identify a greater need than that of assisting children with school work to prevent dropout.

Education for the improvement of nutrition of the family was also of much more importance to the resource personnel than to the respondents.

Resource personnel looked upon participation in community affairs as an educational need in relation to good citizenship. They felt that married women of lower socio-economic status should learn more about the issues and laws that affect them directly. To most of the women citizenship represented voting. While only 30 percent exercised this privilege, and a few participated in community affairs, only three expressed a need of education for citizenship.

The need of cross-cultural orientation and English for new Canadians was expressed by both the respondents and the resource personnel. It was required:

1) to overcome loneliness and isolation,
2) to help new Canadians make better use of their education and increase their employment opportunities,
3) to become naturalized Canadians and exercise their full citizenship rights.

Experimental programs have been developed in the areas of family living and community development. These are being met with limited success.

CHAPTER VI

SUMMARY

The objectives of this study were to discover, (1) why married women in the lower socio-economic strata in Vancouver do not participate in adult education, and (2) what need for adult education by married women exists in this level of society. In order to gain this information a study was made of 146 married women in the three selected areas of Kitsilano, Sunrise and Skeena Terrace. Resource personnel were also interviewed.

An analysis of the socio-economic characteristics of the sample revealed that the majority of respondents were mothers between the ages of 15 and 44, with pre-school children. Although most of the women had gone beyond Grade 8, less than one out of three had completed high school. The respondents in two areas reported family incomes that ranged from $3,000 to $5,999. In the third area, the majority of families had incomes under $3,000 and single parent families had incomes under $2,000. Most of the women presently employed were doing so on a part-time basis in clerical work or the service trades, in order to subsidize the family income. Approximately one-third of the women were new Canadians of ethnic origin other than British, the largest groups being Italian, Czech and German.

In this study, non-participation in adult education was most prevalent among women with disrupted high school education. Most of those who participated on any recently on continuing programs of education were high school graduates. This could suggest that there is counter-motivation to learn among those of higher grade levels.

I. REASONS FOR NON-PARTICIPATION

In analyzing the results of the study the following reasons for non-participation of married women of lower socio-economic status were discovered:

1) Finances. This is probably the greatest deterrent. For most women this includes cost of the course, transportation, and baby-sitting services. It is closely interrelated to the distance from the centre where courses are held. However tuition could appear to come first. It was discovered that in cases where this item was removed married women were more inclined to take advantage of the opportunities available.

2) Family Responsibilities. Although this item deals mainly with small children, it also has to do with husband-wife relationships. In this matter of duality the man of the house is frequently the decision-maker.

3) Feelings of Inadequacy. Limited educational background and absence from the school setting make many

married women feel that they would not be able to meet the required standards of the courses.

4) Language and Cultural problems. This was mainly a problem in closely knit ethnic communities where they had the protection of their own group and tended to reject the society at large. However, it also had an effect on isolated women whose command of English was insufficient to be able to understand what was being taught in desired vocational courses.

5) Fear of institutions of learning. A rejection of these institutions was more apparent among women with very low income, very low levels of education, or ethnic origins other than Canadian, where language and cultural barriers were also a factor. These women related this cause to a feeling of inadequacy, and the desire to remain within their own immediate neighbourhood.

6) Lack of Information. Many women of lower socio-economic status are unaware of the facilities available to them and do not know where to go for information. As a result they very often do not know what courses are available, but also do not know where their interests lie, or what prerequisites are required.

7) Lack of Time. For both working mothers and women with families, lack of time was an apparent reason for non-

participation. It was also mentioned as a cause by women who had other interests such as gardening, handicrafts or community interests.

8) Poor or ill health. Although few women in the sample used age or poor health as reasons for non-participation, many of the women who had been approached but refused to be interviewed, did so for these reasons.

9) Satisfaction with their role as a homemaker. This reason was given by women who had previous work experience outside the home and who received satisfaction in activities allied to homemaking. Satisfaction as a homemaker was also stated by women who because of their low levels of education were not able to appreciate the obvious benefits of further training.

10) Identification with known. It is clear that many women fail to participate because the programs available to them are not of their choosing. While they place priority on education for future employment, these programs are unattainable because of costs involved, and distance from educational institutions.

II. AREAS OF EXISTING NEED

Review of the literature revealed that the areas of concern for adult education by married women of lower socio-economic status are: family relationships, nutrition and home management, cultural orientation, citizenship and employment.

These areas of mild agitation with them unprobed by the respondents in the three districts in this study.

1) Family Disharmony. Family breakdown, delinquency and parent-child relations in the lower socio-economic levels of society are of great concern. It is the mother in the home who has the greatest responsibility for bringing up the children. While most married women of this group were not apparently aware that improving their own education can do much to improve the relationships within a family, from the standpoint of resource personnel it was considered of prime importance.

2) Nutrition and Home Management. Experimental programs attempted in Sunrise and Skeena Terrace provided insight into problems of insufficient housekeeping methods, poor money management and lack of knowledge of basic nutrition. These are frequently the cause of destitute conditions and malnutrition among the poor and for keeping people in the lower status group. Many of the respondents in the study stated need of more education in income management, nutrition and food preparation.

3) Cultural Orientation. Isolation and loneliness was expressed by the new Canadians in this study. Need for education in English and cross-cultural orientation was perceived mostly by women who were not in close-knit communities. Italian and Greek women who have close ethnic

community ties did not realize the apparent need. However, as resource personnel pointed out, the need of language and cross-cultural orientation of these groups is vital in order to make them become part of the broader Canadian Community.

4) Citizenship. Another need in adult education for these married women is for citizenship. Only these respondents stated they needed courses in citizenship and public affairs. Married women of lower socio-economic status should be taught about issues that concern them, particularly in the fields of housing, health, welfare and education, to make them conscious of their responsibilities as citizens. Participation in cooperative programs at the community level was inadequate among the women interviewed. Experimental programs in community development focussed need in this area.

5) Employment. Education for future employment was considered the area of primary concern by the respondents. Without it only unskilled occupations are open to them. Education in this area is classified as: (1) prerequisite programs, and (2) vocational programs. Prerequisite programs include English for new Canadians and academic upgrading.

III. IMPLICATIONS FOR ADULT EDUCATION

The findings of this study identify areas of educational need for married women of lower socio-economic status. The implications of the research are directly related to the

program planning process in developing adult education courses for this group.

The prerequisites necessary for planning successful programs are: (1) that members of this sub-culture should have the opportunity to participate in the planning process, and (2) that they should be able to control the choice of study in relation to their identifiable area of educational needs. Motivation to enter in or to continue with programs are contingent to these conditions.

In this study, a conflict of priorities appeared to exist between the concepts of needs as perceived by resource personnel and those perceived by the respondents. The resource personnel, necessarily, had a more global approach related directly to the objectives of the institutions that provide services within the community. Most of the women placed highest priority on education for future employment.

Adult educators should be made aware that, because these women have had their education or employment disrupted while bringing up their families, they will require expert counselling. They lack information regarding types of vocational training, prerequisites for courses, and job opportunities. As a result, they are either afraid to start, or they feel insecure in relation to their own qualifications.

More thought should also go into program arrangements. Institutionalized programs fail to appeal to some of these women. This is particularly true of new Canadians who expressed desire for language classes within their own neighborhoods. There should also be more flexibility in the design of program areas relating to content, length of courses, part-time study, and types of teaching techniques. Prerequisites should be more easily fulfilled to stimulate motivation.

The choice and arrangement of programs alone are not sufficient. The married women of the sample recognized their primary responsibility for their children. In order that they participate in adult programs, therefore, satisfactory child care services are required to free these mothers, at least, for part-time study. A familial approach of neighborhood-organized centres, where children receive services of pre-school activities while mothers study, could resolve conflicts of perceived priority of needs.

Another implication that may be drawn is related directly to the expenses of the program. As illustrated in this study, in instances where tuition fees were no longer a barrier, the women took advantage of the programs of their choice.

Further research is required into the educational

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APPENDIX A

Questionnaire

1. Age: 18-24___ 25-30___ 35-44___ 45-54___ 55-64___.

2. Income: Under $2,000___ $2,000-3,000___
$3,000-4,000___ $4,000-6,000___
over $6,000___.

3. Family size: Adults___, Children in school___, Under
school age___.

4. Schooling: Gr. 8 or less___, Gr. 9-11___, Gr. 12 or over___.

5. Training since leaving school.___.

6. Did you work before marriage? ___.

7. Did you work since marriage? ___.

8. What do you work at now? ___.

9. Do you feel handicapped due to
lack of training? ___.

10. Plans for future education and other courses: ___
___
___.

APPENDIX C

Biographical Information

NAME: (Miss) Daisy Isbister (Mrs. de Jong)

PLACE AND DATE OF BIRTH: Winnipeg, Manitoba
July 12, 1911

EDUCATION: (Colleges and Universities attended, dates, degrees)

University of Manitoba
B.Sc. (H.E.), 1932

POSITIONS HELD:

1. Home Economics Instructor,
University of Manitoba,
1932-1933

2. Home Economics Teacher,
B. C. High Schools,
1937-1940, 1942-1953

3. Army Nutritionist,
1943-1945

4. Provincial Inspector of Home Economics
in British Columbia Schools,
1953-1958

PUBLICATIONS: None

AWARDS: None

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